

Jack & Jill's - Goosewell

c/o Goosewell Primary School, Goosewell Road Plymstock, PLYMOUTH, PL9 9HD

Inspection date

Previous inspection date

25/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff have a very good understanding of their responsibilities and work efficiently together, so that children are safe and well cared for.
- Staff provide a caring, stimulating environment where children have fun as they learn.
- Staff promote successful partnerships with parents and others, which makes a significant contribution to children's well-being and development.
- Staff effectively monitor their practice and children's progress as they continuously strive for further improvement.

It is not yet outstanding because

- Although staff provide a good range of activities to promote children's physical development, outside learning opportunities are less extensive.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in their play activities and at meal times.
- The inspector had discussions with the manager, staff and parents.
- The inspector sampled selected development records and photographic evidence of activities.
- The inspector undertook a joint observation with the manager.

Inspector

Julie Wright

Full Report

Information about the setting

Jack & Jill's - Goosewell, is part of the Royal Naval Pre-School Learning Organisation (RNPSLO), and registered in 2012. The setting operates from designated rooms within Goosewell Primary School, in the Plymstock area of Plymouth. The setting has close links with Goosewell Primary School, other local schools and early years providers in the area. RNPSLO is an approved childcare provider for the armed forces. This is one of a group of seven childcare providers in Plymouth and southeast Cornwall managed by the RNPSLO.

The setting is open from 9.05am to 3.05pm, each weekday during term time only. The

setting is registered on the Early Years Register and the compulsory part of the Childcare Register. Care is available to children aged from three years, primarily to prepare them for entry into school. Currently there are 42 children on roll, all of whom are in the early years age range. There are nine members of staff who work directly with the children. The manager holds Early Years Professional Status and all other staff hold a recognised early years qualification. The setting receives funding for the provision of free early education funding for children aged three and four years. It is working towards the Bristol Standard Quality Assurance award. The setting supports children with special educational needs and/or disabilities and children who learn English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the educational programme for physical development to provide more opportunities for children to have time and space for outside energetic play, where they can practise moving in different ways, using a range of equipment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have very good knowledge and awareness of the children in their care. They use this information well to provide educational activities, which effectively promote children's individual learning and development. Staff carefully consider children's ages, abilities and learning preferences in their planning. For example, they are very aware of children who particularly benefit from individual attention or by being in a smaller group. Staff are skilful in their observation and assessment of children's progress. As a result, they provide targeted challenges for children within play-based activities. The key focus and strong achievement of the setting is to prepare children for school. Children are willing participants and show keen interest in their activities, which indicates a positive response to learning. They learn to sit and concentrate, for example, at story and registration time. Children are eager to contribute but also understand how to take turns and listen to others. High levels of self-esteem are evident as children proudly show their diaries to the group. Children are keen to share their experiences and talk about their families. Each child has a compilation of photographs on a 'memory mat', which helps children to learn about each other's backgrounds.

Staff are highly motivated in promoting inclusion. For example, they use sign language and pictures to support children's communication. Staff seek key words in children's home

language and provide resources reflecting diversity. They provide plenty of opportunities to develop children's understanding in the world. As an example, they explore the local community together to discover nature, various buildings and road signs. Children learn about people who help us and about keeping safe, such as when they meet the 'lollipop person' at the road crossing. Children benefit from a good balance of free-play and adult initiated activities. The consistent routines help them to become familiar with the pattern of a school day. Staff provide accessible resources so that children can make independent choices. Children also confidently ask for specific items, such as a jar of marbles or paints. They choose to do jigsaws, play with dough, write and read books, which are set out in different areas. The role-play area reflects current themes and children's interests, for example, as a pretend shop or house. Staff extend children's interest and learning with the use of authentic resources. For instance, they place real fruit and vegetables amongst the replica role-play food. This means that children can investigate unfamiliar or exotic items, using their senses. Staff engage well with children in play to motivate thinking and promote communication and social skills.

The contribution of the early years provision to the well-being of children

Staff work above minimum ratios to provide consistently good support and attention to children. Their kind, caring approach results in children being very happy and forming positive relationships. Children settle well and feel very secure in the setting, because of the effective key person system. They relate well to staff and enjoy their time in the setting. Children are familiar with the routines and respond promptly to signals and instructions. For example, they know to stop and listen at the sound of a bell. They quickly help to tidy up and then gather for circle time. Children understand what 'good sitting' means and remember to cross their legs and keep their hands on their knees, so that 'they do not get trodden on'. They recall what action they should take during a fire drill and consider which exits they should use. Therefore, children develop a strong sense of being safe. Children listen attentively and interact at appropriate times, for instance, they help to tell a story and talk about the weather. They recall and demonstrate their learning in role play, for example, they select an apple and a cape to act out a popular tale.

Children play out on a regular basis to benefit from fresh air and exercise. For example, they have use of the school playground and climbing frame during the afternoon. Children queue to take turns to use the equipment and some instigate hopping games. Such opportunities help them to develop physical skills and coordination. There is also an outside play area to the rear of the setting, where they can run around and ride wheeled toys. Children have use of this area at most sessions, although they do not always ask to go outside and this has an impact on how much physical energetic play they have.

Staff provide clear information about healthy eating and engage children in a wide variety of food related activities. For example, children sow seeds and learn how things grow. They sample 'world foods' and talk about where produce comes from. Snack and lunch times are sociable and provide opportunities for children to develop their independence skills. For example, children choose and learn to pour their own drinks with confidence. They show competence in their personal care and follow good hygiene routines.

Consequently, children make very good progress in their personal social and emotional development.

The effectiveness of the leadership and management of the early years provision

Staff are rigorous in their procedures to safeguard children's welfare. They provide a safe, secure environment and make a thorough assessment of risks to children. Robust vetting and recruitment procedures are in place, which means that only suitable persons care for children. Clear induction, appraisals and staff supervision systems effectively contribute to the ongoing assessment of staff suitability. Staff maintain a record of visitors and carefully explain to children who people are and why they are on the premises. Therefore, children feel safe and reassured by staff and understand when it is acceptable to speak to people that they do not know. Staff have a very good knowledge of the Local Safeguarding Children Board procedures. They attend relevant training and work closely with other agencies to protect children's welfare. Staff have a very good understanding of their roles and responsibilities. They effectively meet the requirements of the Early Years Foundation Stage framework.

Staff have strong partnerships with support workers, for example, within the local authority and health services. This is highly beneficial to children and families. There are also well-established links with local schools and providers who share the care of children. As an example, staff regularly liaise with key persons where children attend other settings. Therefore, they effectively promote continuity of care, learning and development for children. A wealth of information is available to parents about children's learning and development. Staff actively promote shared learning at home. For example, they encourage parents to contribute to the diaries and children borrow books on a regular basis. Parents provide very positive feedback about the setting. They commend the supportive care given and confirm that children make very good progress.

Staff are thorough in their self-evaluation of their provision. They conscientiously reflect on the effectiveness of activities, to promote children's progress and learning. The staff have clear action plans in place to secure future improvements. As an example, the outdoor play area is under development. Staff regularly attend childcare training and effectively use their learning to develop professional practice. For example, following a 'communication' course staff improved visual aids and displays for children. Staff also used their raised awareness of how boys learn to improve the accessibility of resources. Therefore, staff demonstrate a strong capacity for ongoing improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY449203
Local authority	Plymouth

Inspection number	811230
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	42
Name of provider	The Royal Naval Pre School Learning Organisation
Date of previous inspection	Not applicable
Telephone number	01752 482960

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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